CHILD AND ADULT DEVELOPMENT

**A PSYCHOANALYTIC
INTRODUCTION
FOR CLINICIANS**

CRITICAL ISSUES IN PSYCHIATRY

An Educational Series for Residents and Clinicians

Series Editor: Sherwyn M. Woods, M.D., Ph.D.

*University of Southern California School of Medicine
Los Angeles, California*

Recent volumes in the series:

CASE STUDIES IN INSOMNIA

Edited by Peter J. Hauri, Ph.D.

CHILD AND ADULT DEVELOPMENT: A Psychoanalytic Introduction for Clinicians

Calvin A. Colarusso, M.D.

CLINICAL DISORDERS OF MEMORY

Aman U. Khan, M.D.

CONTEMPORARY PERSPECTIVES ON PSYCHOTHERAPY WITH
LESBIANS AND GAY MEN

Edited by Terry S. Stein, M.D., and Carol J. Cohen, M.D.

DECIPHERING MOTIVATION IN PSYCHOTHERAPY

David M. Allen, M.D.

DRUG AND ALCOHOL ABUSE: A Clinical Guide to Diagnosis
and Treatment, Third Edition

Mark Schuckit, M.D.

ETHNIC PSYCHIATRY

Edited by Charles B. Wilkinson, M.D.

EVALUATION OF THE PSYCHIATRIC PATIENT: A Primer

Seymour L. Halleck, M.D.

HANDBOOK OF BEHAVIOR THERAPY IN THE PSYCHIATRIC SETTING

Edited by Alan S. Bellack, Ph.D., and Michel Hersen, Ph.D.

NEUROPSYCHIATRIC FEATURES OF MEDICAL DISORDERS

James W. Jefferson, M.D., and John R. Marshall, M.D.

THE RACE AGAINST TIME: Psychotherapy and Psychoanalysis
in the Second Half of Life

Edited by Robert A. Nemiroff, M.D., and Calvin A. Colarusso, M.D.

RESEARCH IN PSYCHIATRY: Issues, Strategies, and Methods

Edited by L. K. George Hsu, M.D., and Michel Hersen, Ph.D.

SEXUAL LIFE: A Clinician's Guide

Stephen B. Levine, M.D.

STATES OF MIND: Configurational Analysis of Individual
Psychology, Second Edition

Mardi J. Horowitz, M.D.

A Continuation Order Plan is available for this series. A continuation order will bring delivery of each new volume immediately upon publication. Volumes are billed only upon actual shipment. For further information please contact the publisher.

CHILD AND ADULT DEVELOPMENT

A PSYCHOANALYTIC
INTRODUCTION
FOR CLINICIANS

CALVIN A. COLARUSSO, M.D.

*University of California at San Diego
School of Medicine
La Jolla, California*

SPRINGER SCIENCE+BUSINESS MEDIA, LLC

Library of Congress Cataloging-in-Publication Data

Colarusso, Calvin A.

Child and adult development : a psychoanalytic introduction for
clinicians / Calvin A. Colarusso.

p. cm. -- (Critical issues in psychiatry)

Includes bibliographical references and index.

ISBN 978-1-4757-9675-9

ISBN 978-1-4757-9673-5 (eBook)

DOI 10.1007/978-1-4757-9673-5

1. Developmental psychology. 2. Psychoanalysis. 3. Life cycle,
Human. 4. Child psychology. I. Title. II. Series.

[DNLM: 1. Child Development. 2. Human Development.

3. Psychoanalysis. BF 713 C683c]

RC506.C58 1992

155--dc20

DNLM/DLC

for Library of Congress

92-49740

CIP

10 9 8 7 6 5 4 3

ISBN 978-1-4757-9675-9

© 1992 Springer Science+Business Media New York

Originally published by Plenum Press, New York in 1992

Softcover reprint of the hardcover 1st edition 1992

All rights reserved

No part of this book may be reproduced, stored in a retrieval system, or transmitted
in any form or by any means, electronic, mechanical, photocopying, microfilming,
recording, or otherwise, without written permission from the Publisher

Teaching is a privilege.

This book is dedicated to those mental health
students and professionals who have allowed me
to touch their lives, in the process
greatly enriching my own.

Foreword

Developmental theory is the essence of any psychodynamic psychotherapy, and certainly of psychoanalysis. It is through an understanding of progressive life events, and the way these events relate to associated biological and social events, that we come to understand both psychopathology and psychological strengths.

For a long time we have needed a clinically oriented book that surveys normal development in both childhood and adulthood. This book should be particularly helpful to all mental health professionals whose daily work requires a constant awareness and appraisal of developmental issues. Dr. Colarusso has integrated and summarized a tremendous amount of theoretical, empirical, and clinical material in a format that makes it come alive through clinical examples.

This book should be of great interest to all students of human behavior as well as to seasoned clinicians.

SHERWYN M. WOODS, M.D., PH.D.

Preface

Each year as I gave a lecture series on child and adult development to the adult and child psychiatric residents at the University of California at San Diego, someone inevitably would ask, "Is there a book that I could understand that has all of this information in it?" I would reply that I did not know of any single source, but I could refer the person to many articles and books on development. The look of dissatisfaction on the resident's face was inevitably followed by, "Well, why don't you write one that will introduce us to development and help us with our patients?" I was slow to catch on but eventually got the message and decided to try.

I have closely followed the directions that were given me by my students. This book is intended to be an *introduction* to developmental theory. My intent was to present concepts of adult and child development in a way that would stimulate the reader to want to know more, to go beyond this book to others that treat various aspects of the field in more detail. In nearly every chapter I have suggested such books.

My second intent, again following the directions of my students, was to produce a book that would be *clinically relevant*. Therefore, the developmental concepts presented had to relate to the student's work with patients, to their assessment and treatment.

I hope that *Child and Adult Development* will have an audience beyond mental health students. More experienced clinicians who are not familiar with recent advances in developmental thinking may find this effort a convenient place to begin their update. Finally, those adults, professional or not, who are interested in enhancing their interactions with children and in understanding their own experience as human beings will find much of interest in these pages.

For me, developmental theory is perpetually exciting and of unending fascination because it comes closer to answering the questions "Who am I?" and "How do I find happiness?" than any other source I know.

CALVIN A. COLARUSSO, M.D.

Acknowledgments

Over the past 20 years or so, I have had the privilege of teaching developmental theory and its clinical application to more than 1,000 medical students, psychiatric residents, and other mental health students and professionals at the University of California at San Diego. Their interest in development stimulated me to write this book, and I would like to thank them for their inspiration. In particular, I would like to thank their current representatives, those child psychiatric residents and graduate students in psychology who were kind enough to read the manuscript and offer suggestions: Eve Dryfus, Steve Elig, Sandra Lee, Gina Livesay, Jim Manning, Carola Suarez-Orozco, Robert Solomon, and Peter Vic.

The manuscript was typed and edited by two young psychologists who are very close to my heart, Mary Ann and Rob Stieber, my daughter and son-in-law.

Very special thanks are reserved for Robert Nemiroff, friend, office-mate, and coauthor for two decades. His concepts and creativity are evident throughout this book.

I would also like to thank Lewis Judd, Professor and Chairman of Psychiatry at the University of California at San Diego. Unfailingly supportive of my clinical and research efforts, he has provided an atmosphere in which critical thinking and new ideas flourish.

This is the third time I have had the privilege of working with Sherwyn M. Woods. Outstanding psychiatrist, analyst, educator, and editor, he suggested that Robert Nemiroff and I write *Adult Development* (1981), and reacted positively to our suggestion to publish *The Race against Time* (1985). When I began to conceptualize this book, I naturally thought of Sherwyn and Plenum Press.

This is the first time I have had the pleasure of working with Mariclaire Cloutier, Plenum's Medical and Social Sciences Editor. Her

friendliness, intelligence, and flexibility have made a potentially difficult process very easy.

Finally, I would like to thank my loving wife, Jean, for her unambivalent encouragement of my efforts. She has given me the time and the freedom to pursue my work at my own pace. I hope I have returned the favor half as well.

Contents

CHAPTER 1: A HISTORICAL OVERVIEW AND GENERAL PRINCIPLES OF CHILD DEVELOPMENT	1
Historical Overview	1
A Few Basic Concepts	4
Definition of Development	4
Children Are Different at Different Ages	4
The Role of the Environment	5
The Power of Innate Forces	5
Areas of Difference between the Child and the Adult	6
Egocentricity	6
Immaturity of the Sexual Apparatus	6
Relative Weakness of Secondary Process Thinking	7
The Different Sense of Time	7
Regression as a Normal Phenomenon in Child Development ..	8
The Concept of Development Lines	9
CHAPTER 2: THE DIAGNOSTIC PROCESS WITH CHILDREN	11
Introduction	11
Evaluation Procedures for Young Children	12
Evaluation Procedures with Adolescents	14
Collecting and Recording the Data	15
Identifying Information	16
Referral Source	16
Chief Complaint	16
History of the Present Illness	17
Developmental History	17

Parental History	20
Diagnostic Interviews	20
Ancillary Procedures	22
Review of Records	22
Diagnosis	22
Treatment Recommendations	22
Summary Conference	23
Case Report	23
 CHAPTER 3: THE ORAL PHASE (Ages 0–1)	29
Historical Considerations	29
The Emergence of Self and Other: The Theories of Spitz and Mahler	30
The Smile Response	31
Stranger Anxiety	31
The Autistic and Symbiotic Substages of Separation–Individuation	32
Feeding and Weaning	33
The Role of Frustration and Gratification	33
Breast versus Bottle Feeding	34
Thumb-Sucking	35
Weaning	35
The Preoedipal Mother and Father	36
The Role of Activity versus Passivity	36
Fathers and Infants	37
Sexual and Cognitive Development	38
Core Gender Identity	38
Cognitive Development	39
Self Psychology and the Development of the Self	40
Heinz Kohut	40
The Self in Infancy—Daniel Stern	42
Evidence of Orality in Later Development	44
 CHAPTER 4: THE ANAL PHASE (Ages 1–3)	47
The Emergence of Self and Other: The Theories of Spitz and Mahler	47
The Third Psychic Organizer, “No”	48
The Separation–Individuation Subphase	49
The Rapprochement Crisis	49

Object Constancy	50
Applications of Separation-Individuation Theory	50
The Transitional Object	52
Famous and Infamous Blankets	52
Developmental Disturbances of the Toddler	53
Temper Tantrums	55
Sleep Disturbances	55
Attitudes toward Food	56
Toilet Training	57
Biological and Environmental Factors	57
From Wetting and Soiling to Bowel and Bladder Control	58
The Mechanics of Toilet Training	59
Sexual and Cognitive Development	61
The Awareness of Genital Differences	61
Cognitive Development	63
Evidence of Anality in Postanal Stages	63
 CHAPTER 5: THE OEDIPAL PHASE (Ages 3–6)	 65
Introduction	65
Infantile Sexuality	66
The Case of “Little Hans”	66
Oedipal Development in the Boy	69
Oedipal Development in the Girl	71
The Negative Oedipal Complex	72
Typical Oedipal Phenomena—Their Meaning and Suggested Adult Response	73
Fears, Phobias, and Nightmares—the Infantile Neurosis ...	73
Size Comparisons	74
The Misinterpretation of Adult Interventions	74
Masturbation	75
Sexual Curiosity	76
The Plight of the Single Parent	77
The Transition to Latency	78
 CHAPTER 6: LATENCY (Ages 6–11)	 79
Introduction	79
Divisions of Latency	80
The Developmental Tasks of Latency	80

Superego Formation	80
The Emergence of the Capacity for Friendship	82
The Precursors of Friendship	82
Elaboration of Sexual Identity and Peer Relationships	83
Adjustment to School and Formal Learning	85
Play in Childhood	86
The Literature of Latency	89
Preparing for Adolescence	90
 CHAPTER 7: ADOLESCENCE (Ages 12–20)	 91
Puberty	91
The Developmental Tasks of Adolescence	92
Accepting the Physically and Sexually Mature Body	92
Separating Physically and Psychologically from Parents ...	93
Accepting Sexual Maturation and Establishing an Active Sexual Life	94
Preparing to Work	95
Identity versus Role Confusion	96
Reactions to Puberty	96
Peer Relationships and Friendships	97
The Relationship between Adolescents and Their Parents	99
The Superego and the Ego Ideal	101
The Superego	101
The Ego Ideal	102
The Transition to Heterosexuality—Falling in Love	103
Sexual Identity in Late Adolescence	104
Cognitive Development	104
 CHAPTER 8: A HISTORICAL OVERVIEW AND GENERAL PRINCIPLES OF ADULT DEVELOPMENT	 107
Ancient References	107
The Pioneer Developmentalists	108
Arnold Van Gennep (1873–1957)	108
Sigmund Freud (1856–1939)	109
Carl Gustav Jung (1875–1961)	109
Erik H. Erikson (b. 1902)	109
Contemporary Adult Developmentalists	110
Daniel Levinson	110

George Vaillant	111
Calvin A. Colarusso and Robert A. Nemiroff	111
Bernice Neugarten and the Chicago School of Human Development	112
Hypotheses on the Nature of Adult Development	113
Two Controversies	116
The Influence of Biological versus Psychological Factors	116
The Effect of Aging	117
Conceptualizing Development in Adulthood	119
 CHAPTER 9: THE ADULT DEVELOPMENTAL DIAGNOSTIC PROCESS	121
Purpose and Component Parts	121
Rationale and Procedures	122
Recording the Data	124
Identifying Information	124
Referral Source	124
Chief Complaints	124
History of the Present Illness	124
Mental Status Examination	125
Developmental History	125
Family History	127
Additional Procedures	127
Diagnostic Impressions and Treatment Planning	127
Summary Presentation	128
Case Example	128
History	128
Additional Procedures	130
Diagnostic Impression	131
Treatment Plan	131
Summary Conferences	132
 CHAPTER 10: YOUNG ADULTHOOD (Ages 20–40)	133
The Shift from Biological Progression to Retrogression	133
The Transition from Adolescence to Young Adulthood	134
The Developmental Tasks of Young Adulthood	135
Developing a Young Adult Sense of Self and Other: The Third Individuation	135

Developing the Capacity for Intimacy: Becoming a Spouse	136
Becoming a Biological and Psychological Parent	138
Separating Psychologically from Parents while Facilitating Their Midlife Development	140
Friendships	142
Work	143
Play	144
Changes in Psychic Structure in Young Adulthood	145
The Ego	145
The Superego and the Ego Ideal	148
Female Development in Young Adulthood	149
Clinical Illustrations	151
Jim	151
John	154
Consideration of the Clinical Material from a Developmental Standpoint	157
Transition to Midlife	160
 CHAPTER 11: MIDDLE ADULTHOOD (Ages 40–60)	163
Introduction	163
The Transition from Young to Middle Adulthood	163
The Developmental Tasks of Middle Adulthood	164
Accepting the Aging Process in the Body	164
The Acceptance of Time Limitation and Personal Death	165
Intimacy, Love, and Sex—Maintaining Intimacy	167
Clinical Examples	168
Relationship to Children—Letting Go, Achieving Equality, and Integrating New Family Members	169
Letting Go	170
Achieving Equality	172
Integrating New Members into the Family	173
Relationship to Parents—Reversal of Roles, Death, and Individuation	174
Friendships	175
Work and Mentorships: The Exercise of Power and Position	176
Play at Midlife: New Meanings, Abilities, and Purposes	178
Midlife Transition and Crisis	179
Transition	179
Crisis	180
Therapy with Midlife Adults	181

CHAPTER 12: LATE AND LATE LATE ADULTHOOD (Age 60 and beyond)	183
Introduction	183
The Developmental Tasks of Late Adulthood	183
Maintaining the Body Image and Physical Integrity	183
Preparing for Death	184
Accepting the Death of Spouses and Friends	185
Conducting the Life Review	186
Maintaining Sexual Interests and Activities	187
Developing the Capacity for New Forms of Thought	188
The Emergence of Wisdom	188
Relationship to Children and Grandchildren	189
Work and Retirement	189
The Literature on Psychotherapy and Psychoanalysis with Older Patients	191
Issues in the Treatment of the Elderly	192
Transference and Countertransference	193
Multigenerational Transference	194
Countertransference	195
Special Techniques for Working with the Elderly	196
George Pollock: The Therapeutic Value of Reminiscence ..	196
The Life Review in Therapy	197
Techniques for Treating the Debilitated Elderly	197
REFERENCES	201
INDEX	211

The Stages of Development

Oral phase	0–18 months
Anal phase	1–3 years of age
Oedipal phase	3–6 years of age
Latency phase	6–12 years of age
Adolescent phase	12–20 years of age
Young adulthood	Ages 20–40
Middle adulthood	Ages 40–60
Late adulthood	Ages 60–80
Late late adulthood	Ages 80–

Note: The childhood phases were first described by Sigmund Freud; the adult stages by Erik Erikson.